


Course of Study		
1. Course Details		
<p>Lawrence Park C.I.</p>  <p>TDSB</p>	<p>Teacher(s): T. Tomlinson; C. Bigelow</p> <p>Faculty: Languages</p> <p>Faculty Office Phone: 416-393-9500 extension 20075</p> <p>Name of ACL: Marie-Hélène Benais</p> <p>ACL Contact: marie-helene.benais@tdsb.on.ca</p> <p>Textbooks: Various texts and genres will be studied. These will be determined based on student needs and interests including: articles, songs, poems, novels, plays</p>	<p>Date revised: September 2016</p> <p>Course Name: French Immersion, Grade 11, Academic</p> <p>Course Code: FIF 3U5</p> <p>Prerequisite Course Code: FIF 2D5</p> <p>Credit Value: 1</p> <p>Essential Resource Materials:  Students should be able to access online reference materials (e.g., online dictionaries, encyclopedia) or have a good French/English dictionary and a verb chart (ie, Bescherelle or Clé) at home. The software Antidote is highly recommended.</p>
<p>1. Overall Goal &amp; Course Description</p> <p><i>(as per 2014 Ontario Curriculum Grades 9 to 12 -- French as a Second Language)</i></p> <p>This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.</p>		

By the end of this course, the students will:

#### A. LISTENING OVERALL EXPECTATIONS

A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

#### B. SPEAKING OVERALL EXPECTATIONS

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

#### C. READING OVERALL EXPECTATIONS

C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

#### D. WRITING OVERALL EXPECTATIONS

D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;

D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

### Strands of learning

The curriculum expectations for all FSL programs are organized into strands that correspond to the main areas of language use: *Listening, Speaking, Reading and Writing*. Curriculum expectations are also outlined in the Ministry documents “*The Ontario Curriculum Grades 9 to 12; French as a Second Language – Core, Extended and Immersion French (2014)*”

Teachers evaluate all FSL programs by strand and ensure that the categories of the Achievement Chart (*Knowledge/Understanding; Thinking/Inquiry, Communication, Application*) are addressed within the various tasks, courses. “Design by Category; Evaluate by Strand”

### Strands

*Oral Communication.* The development of strong oral communication skills provides the foundation for students to read and write effectively. Students should have numerous opportunities both to listen to and speak French for practical purposes in everyday situations. They should have an adequate “listening period” before they are expected to communicate in French.

*Reading.* Reading is a complex process that provides a bridge between speech and writing. Reading skills and knowledge should be developed after language has been introduced orally, in a meaningful context that encourages students to think about what they are reading. Oral pre-reading activities build vocabulary, set a context, and relate texts to the students’ experience or prior knowledge of the topic. A well-balanced reading program will provide students with opportunities to consolidate language learned orally, build vocabulary, and develop comprehension skills. Students should read a wide range of materials for information and enjoyment. These materials should be appropriate to their age, interests, and level of proficiency in French.

*Writing.* From their experience with oral communication and reading, students acquire the skills they need to become good writers who are able to communicate ideas and opinions with ease and clarity. As students read a variety of written texts, they increase their vocabulary and learn to vary their sentence structure, their organizational approach, and the voice they use in their writing. Students’ writing activities, in turn, support and reinforce their oral language Skills. Writing activities that are seen by

students as meaningful and that challenge them to think critically and creatively will help them achieve a fuller and more lasting mastery of the language.

STRANDS	GRADES 9 to 12
Listening	25%
Speaking	25%
Reading	25%
Writing	25%

ASSESSMENT AND EVALUATION STRATEGIES

ACADEMIC HONESTY: CHEATING AND PLAGARISM

All students in the Toronto District School Board are expected to submit their own work for evaluations. Cheating and plagiarism will not be condoned. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism; and
- ensure that all their work is original and that they cite sources accurately and consistently

Consequences for academic misconduct could result in assignments of a lower grade (including zero), failure in a course and removal from a course and/or suspension from school.

EVALUATION OF LATE OR MISSED ASSIGNMENTS

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

Teachers support students in the development of their skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Students must also understand that there are consequences for incomplete, missing and late assignments. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

## MISSED EVALUATIONS

It is the student's responsibility to make arrangements, ahead of time, for any evaluations that may be missed. If a student misses a test due to an illness or family emergency, then that student must bring a note signed by a parent/guardian with a phone number where they can be reached in the evening. Also, that student will be expected to write a make-up test immediately upon return to school. Missed exams require a medical note that states the student was medically incapable of writing an exam.

## PURPOSE OF ASSESSMENT

The term assessment is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

## ASSESSMENT *FOR* LEARNING

Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

## ASSESSMENT *AS* LEARNING

Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. This type of assessment occurs frequently and in an ongoing manner and helps students reflect on their learning and set individual goals for learning.

## ASSESSMENT *OF* LEARNING

Assessment *of* learning is the assessment that becomes public and results in the student's overall grade. This type of assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

<u>Assessment <i>for</i> Learning</u>	<u>Assessment <i>as</i> Learning</u>	<u>Assessment <i>of</i> Learning</u>
<u>Student Product</u> Diagnostic test Journal diagnostic marking	<u>Student Product</u> Speech writing correction by teacher Peer editing / correction Student created test	<u>Student Product</u> Research paper Written test Essay Poster presentation Powerpoint presentation
<u>Observation</u> Critique sheet of an exemplar	<u>Observation</u> Paired conversation critiquing Student-led presentation critiquing	<u>Observation</u> Film Speech arts Powerpoint Rehearsed presentations Language in classroom
<u>Conversation</u> Teacher led discussion on prior knowledge of speech structure Co-creation of a speech	<u>Conversation</u> Brainstorming of speech structure Co-constructed success criteria	<u>Conversation</u> Oral interviews Debates Listening test Reading aloud Peer-correcting Student questioning in presentations

### 3. Learning Skills and Work Habits

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time. Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

Responsibility	<ul style="list-style-type: none"> <li>- fulfils responsibilities and commitments within the learning environment;</li> <li>- completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>- takes responsibility for and manages own behaviour.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- devises and follows a plan and process for completing work and tasks;</li> <li>- establishes priorities and manages time to complete tasks and achieve goals;</li> <li>- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>- independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>- uses class time appropriately to complete tasks;</li> <li>- follows instructions with minimal supervision</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>- accepts various roles and an equitable share of work in a group;</li> <li>- responds positively to the ideas, opinions, values, and traditions of others;</li> <li>- builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>- works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>- shares information, resources, expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>- looks for and acts on new ideas and opportunities for learning;</li> <li>- demonstrates the capacity for innovation and a willingness to take risks;</li> <li>- demonstrates curiosity and interest in learning;</li> <li>- approaches new tasks with a positive attitude;</li> <li>- recognizes and advocates appropriately for the rights of self and others</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>- sets own individual goals and monitors progress towards achieving them;</li> <li>- seeks clarification or assistance when needed;</li> <li>- assesses and reflects critically on own strengths, needs, and interests;</li> <li>- identifies learning opportunities, choices, and strategies to meet personal goals.</li> </ul>

Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit	Culminating Tasks	Achievement Chart Focus	Timelines
1	<p>Revision and consolidation of verb tenses and moods</p> <p>-quizzes or short writing task</p> <p>Current events and informative texts in selected former French colonies (examples: DOM-TOM, Vietnam, Sénégal, Côte d’Ivoire, le Maghreb, etc.)</p> <p>- oral OR written report using French government sites, <i>L’Actualité</i> or other media; focus: aspects of their culture and connections to personal experiences and/or FNMI communities.</p>	<p>K/U, C, A</p> <p>K/U, T, C, A</p>	<p>Sept. to end of November</p>
2	<p>French-speaking Africa: social challenges</p> <p>-multi-media presentation drawing on evidence from francophone films, documentaries, etc.</p> <p>Teaching of <i>Faire causatif and verbs of perception</i> (quiz)</p>	<p>K/U, T, C, A</p> <p>K/U, C, A</p>	<p>Dec - Mid-Jan.</p>
3	<p>Independent research on a social, economic or political issue in <i>la francophonie</i> with emphasis on historical figures and evaluation of their role in the development and spread of the French language and culture world-wide.</p> <p>-writing of speech or essay</p> <p>-oral presentation</p> <p>- blogs</p> <p>- Talk-shows</p> <p>Teaching of <i>le participe passé</i> in advanced structures : past infinitive (<i>après avoir, après être</i>) and <i>participe passé composé (ayant/étant + past participle)</i> ; quiz</p>	<p>K/U, T, C, A</p> <p>K/U, C, A</p>	<p>Mid-Jan. - Mid March</p>
4	<p>Music, film and cultural identity; examples: French Indochina film study (<i>Indochine</i>) or song analyses of francophone singers</p>	<p>K/U, T, C, A</p>	<p>Mid March- Mid-April</p>



5. Achievement Chart		
Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding concepts, principles, and theories</li> <li>- understanding of relationships between concepts</li> </ul>	25 %
Thinking	<ul style="list-style-type: none"> <li>- critical thinking skills(analyzing, detecting bias)</li> <li>- creative thinking (problem solving)</li> <li>- inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions)</li> </ul>	25%
Communication	<ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of visuals and technology – multimedia</li> <li>- oral communication (debates, discussions, listening skills, role-playing)</li> <li>- written communication (short essays, writing in role)</li> </ul>	25 %
Application	<ul style="list-style-type: none"> <li>- application of concepts, skills, and procedures</li> <li>- transfer of concepts, skills, and procedures to new ideas</li> <li>- making logical conclusions or generalizations</li> <li>- making predictions and planning course of action</li> </ul>	25 %

6. Term Grades for Provincial Reports
<p>Term Grades for Provincial Reports throughout the Year</p> <p>The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.</p> <p>Reporting Cycle</p> <p>Reporting Cycle 1: September 6<sup>th</sup> – November 4<sup>th</sup> Report Card – November 17<sup>th</sup></p> <p>Reporting Cycle 2: November 7<sup>th</sup> – January 20<sup>th</sup> Report Card – February 9<sup>th</sup></p> <p>Reporting Cycle 3: January 23<sup>rd</sup> – March 31<sup>st</sup> Report Card – April 19<sup>th</sup></p> <p>Reporting Cycle 4: April 3<sup>rd</sup> – June 8<sup>th</sup> Final Report Card pick up from July 3<sup>rd</sup> -9<sup>th</sup></p> <p>Review Days: June 26<sup>th</sup> and 27<sup>th</sup>, 2017 (9-11 a.m. only)</p> <p>Parent-teacher interviews: November 24<sup>th</sup> , 2016 and February 16<sup>th</sup> , 2017</p>
7. Communication
<p>In addition to class time, students can receive additional assistance from:</p> <ul style="list-style-type: none"> <li>- Subject teacher during lunch hour or by appointment in room 222 (Tomlinson) or 211 (Bigelow);</li> <li>-Mme Bigelow’s websites are: echangevirtuel.wikispaces.com, Travauxdeseleves.wikispaces.com</li> <li>- Extra help Club – arranged by Student Success team (Wednesdays from 8:35 to 9:35 a.m. in room 107)</li> <li>- Homework Club – arranged by Guidance, 2 days per week, 3:20 – 4:30pm</li> <li>- ETUDE: French Homework Club - every Thursday at lunch time in room 217 with French-speaking university Student Teachers (under the supervision of Mme Benais)</li> <li>- FIFI - Find It Finish It - from 8:35 – 9:35am on Nov. 2, Jan. 25, Mar. 29</li> </ul>